

August 18, 2021

Dear Parents,

Thank you for your patience while waiting for our Reopening Plan. Keep in mind that updates may still continue, but this report provides an overall picture of how our new year will proceed.

We will be able to accommodate 100% in class instruction for N-8 five days a week.

Keep in mind that if schools were closed after reopening or a class had to be quarantined; Remote Learning/Distance Learning would be provided for all through SHCA for N-8.

Thank you,
Michael Callaghan, Principal
Sacred Heart Catholic Academy, August 2021

Sacred Heart Catholic Academy of Glendale 2021-2022 School Year Reopening Plan

**Best Practices and Comprehensive Safety Protocols
for Reopening SHCA During COVID-19/Coronavirus
Pandemic**

Abstract

In light of the COVID-19/Corona virus (terms are interchangeable) pandemic, Sacred Heart Catholic Academy of Glendale (SHCA) has developed a plan for reopening the school/academy (terms are interchangeable). The plan allows for social distancing, all students on campus, and protections for ALL people in the school building every day.

After extensive discussion and research into other school plans, from both individual schools and larger school districts, the academy has determined how to best run the school given our classroom and open space (gymnasium, labs, spare rooms) availability, student population, and amount of staff/faculty available on a given day.

Extensive thought has gone into Arrival and Dismissal, student and staff movement throughout the building, lunch, special subjects, after school programs, and early drop-off. We believe that all of the above will still happen both via Social Distancing and "Cohorting." By sticking to these principles, we will be putting forth the best possible effort to prevent the spread of COVID-19.

While we acknowledge we are doing our part, we also recognize the importance of families buying in and helping us. We know we cannot do this alone, and are counting on family to be the first line of defense. Much of this plan hinges on full cooperation and best practices being followed at home, as well. This will include reporting of symptoms in the family, complying with temperature checks before entering the building, doctor's notes clearing students to return, and other steps. The academy is beholden to HIPPA laws and will not disclose personal information.

These steps and information gathered is necessary to keep students and staff safe. We promise to follow our procedures, and we need our families to follow theirs.

This plan has been developed through consultation with faculty, parents, and principal.

Responsible Party

The principal, Micheal Callaghan, is the Responsible Party for developing the plan, affirming to having read and adhere to this guidance, and meeting standards set forth therein. The principal, Responsible Party, maintains the plans, policies and protocols for students, faculty and staff.

Creating Well Defined Entrance Protocols for Students, Teachers, and Visitors

All students will stand on markers on floor to allow for social distancing while going up/down stairs to classrooms ...please do not congregate in groups by door only stand on markersif one is not available please wait until one becomes available...siblings can stand together on 1 marker

Students are to have masks on while waiting on markers for entry into the building. Parents are to remain with students (also wearing masks) until child/children have successfully entered school.

- Students
 - Split in three cohorts
 - K-4, 5-8, and 3K-PreK
 - K-4 enters 84th St Side Door
 - 5-8 enters 85th St Side Door (alleyway)
 - 3K-K School Yard entrance
 - Same procedure for dismissal
- Teachers
 - Enter through 78th Avenue Front Door by 7:30 am daily
 - Subject to same Daily Health Check as Students
- Visitors
 - Visiting kept to when necessary ONLY
 - Will enter through 78th Avenue Front Door
 - Visitors will be signed in by receptionist
 - All who enter will wear a mask, regardless of vaccination status
 - Subject to same Daily Health Check as Students

Developing Routines for Daily Health Checks

All School personnel, students, visitors will be subject to the following:

1. Temperature Scans - All entrants to the building will be scanned by a handheld temperature gun. Temperature must be below 100.0 to enter building
2. Daily Health Questions will be used in compliance with current Diocesan guidelines. Parentlocker will continue as our primary service.

If any of the above conditions are not met, the person is not allowed on premises until cleared by a doctor.

- The above may require a negative COVID-19 test if so determined by doctor or healthcare professional

Daily Health Screening

Temperature Checks

- It is the recommendation that parents take their child's temperature every day before leaving for school. If the child's temperature is 100.0 degrees or higher, the child should remain home and see a doctor.
- Temperature screening and screening questions as outlined in the NYS Guidance for In-Person Instruction at Pre-K–Grade 12 Schools during the COVID-19 Public Health Emergency are to be taken as each staff member and student enters the building:
 - Persons who have fevers of 100.0 degrees Fahrenheit or above or who are exhibiting other signs of illness shall not be admitted to the school.
 - If the school has a nurse, the nurse will conduct the screening. In schools where a nurse is not present or is unable to conduct the screening, trained school personnel will be designated to do so.
 - In schools utilizing multiple entrances to avoid gatherings and enhance social distancing, designated trained school personnel should be at each entrance to conduct the daily temperature check.
- Schools are prohibited from keeping records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual), but are permitted to maintain records that confirm individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared). (FERPA)

Health Screening Questionnaires

- Screening is strongly recommended to be conducted remotely (e.g. by electronic survey, digital application, or telephone, which may involve the parent/legal guardian), before the individual reports to school, to the extent possible; or may be performed on site at the school.

- Remote screening should be coordinated to identify individuals who should not go to school and should be referred to their health care provider for further evaluation and COVID-19 testing.
- On-site screening should be coordinated in a manner that prevents individuals from intermingling in close or proximate contact with each other prior to completion of the screening

Screening for all students, faculty, staff, must be completed using a questionnaire that determines whether the individual has:

- knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19;
- tested positive through a diagnostic test for COVID-19 in the past 14 days;
- has experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F, in the past 14 days; and/or
- has traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.

Schools should implement health screening practices for unscheduled visitors (e.g., members of the public allowed to use school grounds).

Schools must require individuals to immediately disclose if and when their responses to any of the questions changes, such as if they begin to experience symptoms, including during or outside of school hours.

Symptoms and Signs of Illness

School Personnel will monitor staff and students throughout the day for signs of illness.

Symptoms potentially include the following:

- Fever of 100.0 degrees Fahrenheit or higher
- Cough
- Stuffy nose
- Chills
- Shortness of breath/difficulty breathing
- Loss of taste or smell
- Congestion/runny nose
- Nausea/vomiting/diarrhea
- Muscle/body aches
- Fatigue
- Sore throat
- Headache

Developing Protocols for Social Distancing in the Classroom

Indoors

- All classrooms have been measured for area and spacing of desks. Schools in classroom settings should implement a social distance of three (3) feet only if it does not exclude students from in-person learning to keep the minimum distance.
- Anywhere outside of the classroom setting schools will implement a social distance of six (6) feet.
- Hallways and Stairways should maintain single direction.
- All classroom desks should face in one direction
- Students may change classrooms while maintaining a social distance of six (6) feet.
- Schools will Implement the layering of preventive strategies
- Students will not work on assignments that require them to be less than three (3) feet of one another. They will remain at their desks for the majority of the school day. This is true for lunch and any other breaks in the schedule.
- Students and Faculty will be wearing a face covering/mask whenever social distancing cannot be maintained as well as instructions given for providing mask breaks for students
- Students will remain in the same cohorts
- Special area teachers will go to the individual classroom. When possible special area classes such as PE will be held outdoors.
- Other classes will be permitted to opt to work outside if outside space allows for social distancing.
- Student belongings will be kept separate. Lockers will not be used by students to prevent possible shared surfaces.
- We will reduce the use of shared materials (school will provide or students will have their own as part of their school supplies)
- If materials must be shared they will be cleaned after use

Outdoors

- The Playground will be used for PreK and 3K. Times will be staggered so that multiple classes are not interacting and equipment will be cleaned between classes
- In addition to the Playground for Early Childhood, the Schoolyard, Meadow and blocked school street will also be designated for outdoor activities and recess in an effort to maintain social distancing

Dismissal/Arrival

- As previously stated arrival/dismissal times will be staggered. These times are subject to change:
 - 8th Grade 7:55 - 3:05
 - 7th Grade 7:55 - 3:05
 - 6th Grade 7:55 - 3:05
 - 5th Grade 7:55 - 3:05
 - 4th Grade 7:55 - 3:00
 - 3rd Grade 7:55 - 3:00
 - 2nd Grade 7:55 - 3:00
 - 1st Grade 7:55 - 2:55
 - Kindergarten 7:55 - 2:55
 - PK 8:00 - 2:20
 - Nursery 8:10 - 2:30
- Parents and guardians will be given schedules and instructions to follow in regard to drop off in the morning and pick up at dismissal for each established pick up/ drop off area

Lunch Time/Food Services

- Students will eat lunch in their classroom or designated extended area
- Initially students will bring their own bagged lunch, including drinks and snacks
- If we begin our hot lunch program later on in the year, it is purchased from local vendors and comes individually pre-packaged. Lunches would be delivered to each classroom space. Teacher would distribute the lunches.
- Students with food allergies would be provided with a space outside of where other students are eating
- Students will be instructed not to share food and beverages. School staff monitoring the students will remind students about the not sharing rules.
- Students will be permitted to wash their hands before and after eating. If that's not possible, hand sanitizer adhering to CDC requirements will be used. In addition students will wipe down their desks with a Clorox wipe prior to eating and after eating.
- Outdoor recess will be scheduled to ensure social distancing.

Developing a Plan for Social Distancing Outside of the Classroom in Highly Populated Areas like Hallway/Locker Areas, Restrooms, Locker Rooms, Lunchroom/Cafeteria, the Library, etc. This Includes a Plan for Mass and Extra-Curricular Activities.

Students will be self contained in their classrooms. Students will only use hallways to travel to and from classrooms or satellite rooms at arrival and dismissal, to use bathrooms, or for any emergency needs.

Anytime students are in the hallway, they will wear face coverings in compliance with NYSDOH and CDC guidelines.

Our school library is currently used as offices for our Resource Teacher and PK for All Director. Initially students who participate in AIS will do so remotely. At a later date small groups may meet in the library. Cleaning would occur between groups.

Extra-curricular activities will cautiously be included into our daily schedule (not initially) and would begin with those that take place outdoors.

After School and Early Morning Drop Off

Early Morning Drop Off begins at 7:00 am. There are two faculty members that admit students and will follow entry protocol by taking the temperature of the students. Students will be socially distanced using two classrooms on the first floor. Classroom(s) will be cleaned by custodial staff prior to Kindergarten's arrival time.

After School will use three classrooms and the gym, supervised by SHCA faculty. After School students will also use the church's meadow for recess weather permitting. The After School program is governed by and follows all SHCA health and safety protocols.

Developing Scheduling Options to Facilitate Reduced Capacity at School

At this time, we do not anticipate a need for reduced capacity. In the event that this becomes necessary, cohorts will be scheduled for In Person instruction on alternating days. Students not

in person will attend Remote Learning instruction on days when they are not in school.

Creating a Plan to Handle Confidentiality Issues

All students, faculty, staff, and visitors will have their temperature taken. No specific health data will be kept (i.e. temperatures) of students/ staff but we can record results of screening (i.e. cleared/ not cleared)

The School nurse will assess individuals to determine if the symptoms align with COVID-19 or are related to other illnesses with similar symptoms (i.e. allergies).

The Faculty and Staff will be trained on symptoms of COVID-19 as well as symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C). School staff must report any illnesses of students/ staff to the school nurse.

Confidentiality must be maintained at all times.

All health related information will be relayed only after following Diocesan, New York State, and HIPPA regulations. No names of those possibly infected will be released, and only families in that class and team will be notified (exceptions only in case of siblings in other classes).

Symptoms and Signs of Illness

School Personnel will monitor staff and students throughout the day for signs of illness.

Symptoms potentially include the following:

- Fever of 100.0 degrees Fahrenheit or higher
- Cough
- Stuffy nose
- Chills
- Shortness of breath/difficulty breathing
- Loss of taste or smell
- Congestion/runny nose
- Nausea/vomiting/diarrhea
- Muscle/body aches
- Fatigue
- Sore throat
- Headache

Procuring the Necessary Supplies for Hygiene like Hand Sanitizer, Wipes with Bleach, etc.

Our EPAC has contacted a number of companies to get better pricing as a group. We have determined 2-3 companies that we have purchased sanitizer, wipes and PPE supplies from.

- WB Mason
- Grand City
- Ray Block

Extra quantities of supplies will be kept on hand and will be re-ordered as needed

Creating a Plan for Deep-Cleaning of Facilities and High Touch Areas Daily

Handrails, doorknobs, tables, light switches, sinks, toilets/restrooms, handles, phones, keyboards, and other high-touch areas will be cleaned multiple times per day. More frequent or emergency cleaning will occur when necessary. These will be carried out by our custodian(s) who have been trained in proper cleaning protocols.

We have purchased cleaning products approved by the CDC and a fogger to be used as needed especially in any areas that have had evidence of positive cases.

Disinfectant cleaners approved for use against COVID-19 will be used. If disinfectant cleaners are not available, bleach/water mixture OR 70% or higher alcohol solution will be available for use.

The schools will maintain logs of cleaning including area, date, time, and scope of cleaning. Information will be provided to the custodian and cleaning company that identifies cleaning and disinfectant frequency for each school area. Cleaning of the nurse's office must occur between use of cots, bathroom, and health equipment. Disposable items will be used as much as possible.

Developing Any Necessary Protocols for Wearing Face Masks, Including Creating Plans for Students with Sensory Issues

Anyone entering our building will be required to properly wear a mask, which covers both mouth and nose. We have purchased extra quantities of Disposable Masks for those that don't bring their own or if there is a need to replace one during the day.

Students K-8 are expected to properly wear masks all day. Face shields will be acceptable, as well. Students who have sensory issues will be socially distanced and seated near ventilation and may wear a Face Shield if they can tolerate it.

We have purchased Face Shields for faculty and staff as well as Face Masks.

Face Coverings - Office of the Superintendent of Schools ~ Diocese of Brooklyn

Students are required to wear face coverings when in the school building and maintain appropriate social/physical distancing. Students should bring an appropriate face covering from home. The school will have surgical masks available for students as needed.

Faculty, Staff, and Visitors shall be required to wear masks. Masks will be provided to all staff members by the individual school. Choosing to wear a mask of their own is equally acceptable. In addition, face shields will be provided upon request, but they are not to be used in lieu of a mask.

All visitors to the school for any reason will always be required to wear a face covering in the school building.

All masks for faculty, staff, and students are subject to approval by the principal and Office of the Superintendent of Schools. Masks should be plain and free of any objectionable statements or support for any group, product, political view, and so on, other than the name of their Parish School or Catholic Academy.

Non-disposable masks should be washed daily.

NYS Department of Health Interim Guidance for In-Person Instruction at PK – Grade 12 schools during the COVID-19 Public Health Emergency (July 13, 2020) recommends that if face coverings are to be worn by all individuals at all times, students should be allowed to remove their face coverings during meals, while outside in the fresh air, and for short breaks so long as they maintain appropriate social distance.

CDC recognizes that wearing cloth face coverings may not be possible in every situation or for some people. In some situations, wearing a cloth face covering may exacerbate a physical or mental health conditions, lead to a medical emergency, or introduce significant safety concerns. Adaptations and alternatives should be considered whenever possible to increase the feasibility of wearing a cloth face covering or to reduce the risk of COVID-19 spreading if it is not possible to wear one.

Clear Face Coverings or Face Shields

Cloth face coverings should not be placed on:

- Children younger than 2 years old.
- Anyone who has trouble breathing or is unconscious.
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.

Appropriate and consistent use of cloth face coverings may be challenging for some students, teachers, and staff, including:

- Younger students, such as those in early elementary school.
- Students, teachers, and staff with severe asthma or other breathing difficulties

Students, teachers, and staff with special educational or healthcare needs, including intellectual and developmental disabilities, mental health conditions, and sensory concerns or tactile sensitivity.

While cloth face coverings are strongly encouraged to reduce the spread of COVID-19, CDC recognizes there are specific instances when wearing a cloth face covering may not be feasible. In these instances, parents, guardians, caregivers, teachers, and school administrators should consider adaptations and alternatives whenever possible. They may need to consult with healthcare providers for advice about wearing cloth face coverings.

Teachers and staff who may consider using clear face coverings or face shields include;

- Those who interact with students or staff who are deaf or hard of hearing, per the Individuals with Disabilities Education Act [external icon](#)
- Teachers of young students learning to read
- Teachers of students in English as a second language classes
- Teachers of students with disabilities

Face shields are not to be used for normal everyday activities or as a substitute for cloth face coverings because of a lack of evidence of their effectiveness for source control.

Practical Recommendations

- Include cloth face coverings on school supply lists and provide cloth face coverings as needed to students, teachers, staff, or visitors who do not have them available.
- Include clear face coverings on school supply lists for teachers and staff who regularly interact with students who are deaf or hard of hearing, students learning to read, students with disabilities, and those who rely on lip reading as a part of learning, such as students who are English Language Learners.
- Ensure that students and staff are aware of the correct use of cloth face coverings, including wearing cloth face coverings over the nose and mouth and securely around the face.
- Ensure that students, teachers and staff are aware that they should wash or sanitize their hands (using a hand sanitizer that contains at least 60% alcohol) before putting on a cloth face covering.
- Ensure that students, teachers, and staff are aware that they should not touch their cloth face coverings while wearing them and, if they do, they should wash their hands before and after with soap and water or sanitize hands (using a hand sanitizer that contains at least 60% alcohol).
- Ensure teachers and staff are aware that they should wash or sanitize hands (using a hand sanitizer that contains at least 60% alcohol) before and after helping a student put on or adjust a cloth face covering.
- Ensure that all students and staff are aware that cloth face coverings should not be worn if they are wet. A wet cloth face covering may make it difficult to breathe.
- Ensure that all students and staff are aware that they should never share or swap cloth face coverings.
- Students' cloth face coverings should be clearly identified with their names or initials, to avoid confusion or swapping. Students' face coverings may also be labeled to indicate top/bottom and front/back.
- Cloth face coverings should be stored in a space designated for each student that is separate from others when not being worn (e.g., in individually labeled containers or bags, personal lockers, or cubbies).
- Cloth face coverings should be washed after every day of use and/or before being used again, or if visibly soiled.
- Students and schools should consider having additional cloth face coverings available for students, teachers, and staff in case a back-up cloth face covering is needed during the day and to facilitate every day washing of cloth face coverings.

All issues related to Face Masks will be subject to New York State Department of Health and CDC guidelines.

Mental Health, Behavioral, and Emotional Support

Vulnerable Populations

For those vulnerable populations, including students, faculty, and staff who are at an increased risk for severe COVID-19 illness, and individuals who may not feel comfortable returning to an in-person educational environment an alternate means of participation will be provided. For students, distance learning can take place. For faculty and staff work settings may be altered including working from home for office duties and/or teaching remotely from home.

Social – Emotional Plan

Creating community and connecting with students in new school configurations

Facilitating community and connection with faculty and staff

- Strong leadership must come from the top. Superintendent to deputy superintendent and boards.
- Principals should communicate with district superintendents weekly or as needed
- Monthly in person or “virtual” faculty meeting
- Advisory Team of teachers on grade bands and specials to meet with Principal bi-weekly disseminates information to other teachers
- Due to the limited time meetings can be digital to limit interaction
- Levels of stress grew during remote learning due to lack of communication. Often communication is confusing when not done in person with notes to follow up. Connecting must also have a clear goal and vision of the school and the principal
- PDHP counselors would provided appropriate referral for
 - Post traumatic stress, Health emergencies, Grief and bereavement, anxiety, depression, other health challenges
- Counseling sessions provided by Mother Cabrini
 - Post traumatic stress, Health emergencies, Grief and bereavement, anxiety, depression, other health challenges
- Spiritual Support for faculty and staff (Recruit Pastors, priest, nuns, deacons or DREs)
 - Faith Based discussion groups
 - Weekly rosary

Onboarding students to orient to the new realities of the classroom and school

- Plans need to be consistent across the whole school
- Teachers must be given guidance on how to implement plan
- Parents must be educated on plans
 - Virtual Back to School Meeting
- Rubric plan must be made if students do not comply with new realities of the classroom
- Student check-in to discuss how they are feeling
- Principals can send a video message to the families
 - welcome back
 - Reassure them of the safety measures taken
- Implementing Support for Students Exposed to Trauma (SSET)
 - Implemented by the Mother Cabrini and PDHP Counselors
- SSET provide lessons
 - anxiety or nervousness
 - withdrawal or isolation
 - Depressed mood
 - Acting out in school
 - Impulsive or risky behavior

Developing a differentiated on-boarding plan for students that are new to the school (transfer students)

- Create a buddy system where new students are linked with other students in the class via Zoom/Google Meets sessions
- Engage parents with other parents
 - Assign buddy families
- Have principal highlight events to ensure communication is open
- Post important events on school social media pages
- Classroom meetings addressing shared experiences

Developing authentic ways for parents to connect with the school community in a virtual world

- Have communication forums such as google meets or zoom meetings
- Class chat rooms for parents (Monitored by the academy personnel)
- Parent support groups via google meets
- Parent learning from Evidence Based Program EBP Guiding good Choices grades 4-8 this can be done remotely
- PDHP can customize remote parent learning programs for grades K-3
- Social Well –Being
 - Coffee/Tea Time
 - Cooking Classes
 - Zumba/Yoga
 - Meditation
- Spiritual Well-Being
 - Faith Based discussion groups

- Weekly Rosary
- Emotional Well-Being
 - Bereavement/Loss/Grief Group (these are provided to SHCA by Sacred Heart Church Parish Ministries)

Maintaining daily rituals (i.e. daily announcements, morning prayer, etc.)

- Define new norms for schools
- Morning and afternoon prayers in classes via P.A. system or teacher/students/principal in hallways via teacher voice
- Mornings principals address student body announcements and prayers
- Each grade get highlighted each month
- Highlight teachers
- Virtual calendars for months
- Students of the Month and Christian Leaders of the Month
 - announced on designated bulletin board and a digital recognition page

Structuring social opportunities for students and families

- Family fun nights remotely and in person
- Social distancing Masses in school yards
- Halloween/Easter celebrations in schoolyard
- Virtual get-togethers via Zoom/Google Meets
 - Coffee/Tea Time
 - Meditation
 - Cooking Classes
 - Zumba/Yoga
 - Weekly Rosary
 - Dances
 - Holiday Celebrations

Creating ways to mitigate stress responses in students, teachers, and families

- Limit emails (Establish clear office hours)
- All communication should come from one source used by all teachers in school instead of multiple types of communications and emails
- Advisory Team of teachers on grade bands and specials
 - meet with Principal bi-weekly disseminates information to other teachers
- Class Parent
 - daily contact with the principal
 - Disseminates appropriate information
- Homeroom Page
 - Classes have Google homepages used as communication hubs

Enhancing approaches to support social emotional learning

- Communication must be open with principals, teachers and administration
- Responsive Classrooms
- Emotional Literacy
- Friendly Program
 - Connects to Faith Based Program
- Mother Cabrini and PDHP Counselors
 - Provide services according to the needs of the school

Adjusting recruiting and marketing practices to attract new families and maintain contact with those newly enrolled

- Virtual tours
- Coffee/Tea with new prospective families
- Contact families via phone or via text 1x per month
- New families have a buddy system via phone, Zoom, Google Meets
- Board members become part of contacting families
- Schools post online about their schools and activities
- Recorded messages uploaded to the school website
 - teachers, parents or students
 - I love it here because...
- Principals hold morning meetings online for families to view
 - teachers, parents or students

PDHP & Mother Cabrini Counselors

- Counselors return to schools opening day to provide social and emotional support to students and teachers.
- Emphasis should be given to students exposed to trauma.
- Counselors will provide social and emotional support to introverted students.
- Social distancing will be adhered to with counselors inside their schools

Reviewing and Updating the Emergency Contact Plan

As we do every year, we require our parents to update their Emergency Contact information.

The information is put into FACTS which is our main avenue for communication. Parents will receive emails, texts or phone calls as needed.

In addition, our Crisis Management Plan, which is familiar to all faculty and staff, has the protocol for Emergency Contact. This will be reviewed prior to the opening of school and

updated as needed.

Also our website and Facebook page (and other social media) can announce any emergencies.

Closure

Closure triggers will be determined through consultation with state and local health departments. These may warrant reducing in-person education or the closing of school. We are awaiting further recommendations from the health department.

If a particular class(es) need to be quarantined or the whole school needs to be closed, the education process would still continue remotely through distance learning. Students in grades K-8 have their own devices (ipads and chrome books) which they will bring home with them each day.

It will further be determined which operations will be decreased or ceased and which operations will be conducted remotely. We are awaiting further recommendations from the health department.

We will communicate internally and externally throughout the closure process. We are awaiting further recommendations from the health department

Periodically Surveying Stakeholders to Evaluate Programming and Support and Make Adjustments

School created surveys will be sent out in the middle of and at the end of each trimester to allow stakeholders to share their opinions and allow for adjusting the plan as needed.